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28 April 1959

MEMORANDUM FOR THE RECORD

SUBJECT: EE Division, [REDACTED]
Relations OTR/LAS

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1. On 23 April PPS interviewed [REDACTED] EE Division Training Officer, (x3405), room 2110 K Building. [REDACTED] stated some friction had been generated between LAS and the [REDACTED] stemming from occasional crash requests for language training. She said these were usually requests for six weeks quick brush-ups for someone suddenly ordered to the field, or perhaps a hurry-up training program for a TDY visitor to the United States. The languages which have caused some contention have been German and Czechoslovakian. She says LAS has always responded to these requests but not infrequently takes two weeks or more to do so. She believes these cases should be handled within two or three days. She appreciates the inconvenience and impracticability of excessive crash requests on LAS but feels EE does not abuse these exceptions. Because of its size, she believes EE will always have to make requests of this nature. It is her opinion that faster decisions from LAS on what they can or cannot do in each case would reduce most of the friction.

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2. In discussing language training as a whole, [REDACTED] says some of the EE Division Branch Chiefs object to the Qualifications Review Panel procedures. She believes the original spirit of the Panel was to select the best site to train a particular individual, but in actual practice the Branch Chiefs feel their signatures on the original requests indicate their approval and generally there is no need for their presence at the Qualifications Review Panel meetings. They state they do not have time to just sit around and talk these things over.

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3. [REDACTED] also told me [REDACTED] Chief, [REDACTED] would not see any OTR representative concerning his problems with LAS as he had already discussed these with [REDACTED] and unless [REDACTED]

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wished him to talk about it with another OTR representative, he did not desire to do so. I called [REDACTED]'s office and set up a meeting for 0845 on 24 April. At the time of the telephone call he stated he had already had a one-hour conversation with [REDACTED] he did not wish to discuss the matter further without [REDACTED] permission, and he felt his position had already been explained to OTR. [REDACTED] position was referred to DTR via DDTR. The Director said to go ahead and talk with [REDACTED]. Unfortunately [REDACTED] was not in his office on the morning of the twenty-fourth, so I went to see [REDACTED] anyway at his office in 2204 K Building. Prior to going there, I discussed how we would approach [REDACTED]. I told [REDACTED] we were not interested in any "who-done-it" conversations, but DTR was concerned ⁱⁿ providing him with the best possible service and through the IG we had been briefed to the effect he was a dissatisfied customer. After this and some other polite preliminaries, [REDACTED] apologized for being somewhat abrupt the preceding day on the telephone and a nice enough conversation followed. He explained he had talked for over an hour with [REDACTED] and didn't want to betray [REDACTED]'s confidence, and that having already talked to one member of OTR, he had not felt that he should have to go over the same ground a second time. He hopes that on the strength of his conversation with [REDACTED] their earlier differences have been resolved. He states he has five students presently in LAS language courses. He expects to receive student evaluations on them in the near future. At that time he will ask them if they have found the course satisfactory. If they have, [REDACTED] says that will end the matter. If not, he will take the matter up with his Division Chief if this should be necessary, but he feels that things are satisfactory at this time. From this point on, we got into a general conversation concerning [REDACTED] overall impressions of OTR. Some of these follow:

a. He believes the language courses should be subjected to regular unscheduled inspection by OTR to insure that courses are proceeding in keeping with the best present U. S. thinking on the conduct of intensified language training classes and programs.

b. He stated one of the earlier problems was the need to organize language courses so that the students would get a sense of faculty enthusiasm, promptness, and day-to-day preparation for each class period.

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c. He was critical of our system of self-evaluation of language proficiency from the field. He is taking a language test on 26 April and feels that after a year away from the field he will naturally have fallen off in his proficiency, which he had earlier reported was fluent. He thinks that others have underevaluated their ability as linguists in order to qualify for monetary awards at a later date.

d. In discussing OTR training problems in general, White believes DD/P should initiate directed assignments to Training as students. He points out it is now very difficult to phase training into the other considerations involved in DD/P rotational assignments.

e. He ventured the opinion that our Clandestine Services instruction devotes too much time to tradecraft and not enough to what he called "Dale Carnegie" type training ^{on} and how to handle people. I asked him if he had anyone from his branch attending our new course in Personal Effectiveness Abroad. He was not sure, but thought no one from his branch was in the present class. He is interested in the course after it has finished what he called its prototype run.

f. He expressed the opinion that OTR has been handicapped by having to build its training to meet the exigencies of various DD/P crash demands.

g. He specifically mentioned [REDACTED] s course as "a good course but not tailored to DD/P needs." 25X1A9a

4. At the end of our conversation, [REDACTED] offered to come over and discuss all the details of his earlier problems if it was OK with [REDACTED] whom he had tried to call before I arrived at his office. 25X1A9a

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